Domain 1.0- There is evidence that the curriculum is aligned, implemented, and used in conjunction with the local and Alaska state standards.	CURRICULUM Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation* *Meets criteria for rating of a "3" plus:*
Indicators	1	2	3	3+
1.1 The district approved scientifically research based curricula, which have been aligned with Alaska State Standards, are being implemented. **Key**	The school's enacted curricula are based on resources (e.g., textbooks) rather than being aligned with Alaska State Standards and/or are not scientifically research based.	The school's enacted curricula are aligned with some of the Alaska State Standards, are scientifically research based, and are implemented by some of the staff.	The school's enacted curricula are the same as the district approved curricula, which has been aligned with all of the Alaska State Standards, is scientifically research based, and are fully implemented by all of the staff.	There are elements of aligned instruction and assessments included in the enacted curricula.
1.2 DISTRICT ONLY				
1.3 DISTRICT ONLY				
1.4 Statewide assessment data are used to identify gaps in the curricula.	Staff and instructional leader do not review SBA data sets and/or no process exists to identify gaps in curricular areas.	Staff and instructional leader review SBA data sets each year, but no process exists to identify gaps in curricular areas.	Staff and instructional leader utilize an established process every year to review SBA data sets in order to identify gaps in curricular areas.	All staff analyzes SBA data sets by grade level to make changes to instruction necessary to address these gaps, purchase supplemental materials, and/or instructional leadership provides professional development in the area of concern.
1.5 A review process is used to determine if the curricula addresses the learning needs of all students.	Staff and instructional leader have not reviewed the curricula.	Staff and instructional leader review some of the curricular areas that are subject to SBA testing to ensure it addresses the learning needs of the students.	Staff and instructional leader regularly review curricula in all areas that are subject to SBA testing to ensure it addresses the learning needs of the	Staff and instructional leader review curricula in areas beyond SBA tested content areas.

		students.	

Domain 2.0- There is evidence that assessment of student learning is frequent, rigorous, and aligned with Alaska's state standards.	ASSESSMENT Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation* *Meets criteria for rating of a "3" plus:*
Indicators	1	2	3	3+
2.1 School-wide assessments are aligned with Alaska's State Standards and district curricula.	There is no documented evidence of effort from school staff to align curricular-area assessments with the Alaska State Standards.	Assessments in curricular-areas subject to SBA testing are aligned with Alaska State Standards.	Assessments in all curricular-areas are aligned with Alaska State Standards.	All curricular-area assessments are aligned with Alaska State Standards and the school staff meets regularly to review alignment and make changes as necessary.
2.2 The school staff uses established systems managing and accessing data.	There are neither formal assessment systems nor procedures in place for utilizing data within the school.	Some staff members use established systems for analyzing data and the data is readily accessible to all teachers.	All staff members use established systems for analyzing data and the data is readily accessible to all teachers.	All staff members use established systems for collecting, managing, analyzing, and reporting data in areas beyond SBA testing, including non-academic areas (i.e. attendance, graduation rate, school climate surveys…)

2.3	Universal screening assessments are administered multiple times a year, in all SBA tested content areas. **Key**	Universal screening assessments are not used, and/or are used inconsistently.	All teachers administer universal screening multiple times a year in some SBA tested content areas.	All teachers administer universal screening assessments multiple times a year in all SBA tested content areas.	Teachers share strategies for improving instruction and intervention based on data analysis.
2.4	School staff review SBA data to evaluate school programs and student performance.	School staff do not review SBA results to evaluate school programs and student performance.	School staff review SBA data, in some of the tested content areas, to evaluate school programs and student performance in order to identify areas needing improvement.	School staff review SBA data, in all tested content areas, to evaluate school programs and student performance in order to identify areas needing improvement.	School staff collaborate to review data and design opportunities for professional development in identified areas of need.

Domain 3.0- There is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student.	INSTRUCTION Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation* *Meets criteria for rating of a "3" plus:*
Indicators	1	2	3	3+
3.1 There is a system in place to ensure that classroom instructional activities are aligned with Alaska State Standards.	There is no system in place for the instructional leader to monitor that teachers are implementing instructional activities that are aligned with the Alaska State Standards.	There is a system in place for the instructional leader to monitor that teachers are implementing instructional activities that are aligned with the Alaska State Standards in all SBA tested content areas.	The instructional leader uses the system designed to monitor teachers in their implementation of instructional activities that are aligned with Alaska State Standards in all SBA tested content areas, with fidelity in all classrooms.	Teachers collaborate in planning instruction and for evaluating the effectiveness of aligned instructional activities.
3.2 A coherent, written, school-wide plan to help low performing students become proficient has been implemented. **Key**	The school has no plan and/or intervention and support provided by the staff is inconsistent.	The school has a written plan, but instructional interventions and supports are only provided to some low performing students.	The school has a written plan, and the staff consistently implement the plan to provide timely interventions to support all low performing students.	Staff collaborates to design and implement strategies to meet the needs of all students.
3.3 The use of research-based instructional practices and programs guides planning and teaching. **Key**	Few staff are using research-based practices and programs to teach at appropriate levels of student readiness, interest, and learning needs.	Some staff are using research-based practices and programs to teach at appropriate levels of student readiness, interest, and learning needs.	All staff are using research-based practices and programs to teach at appropriate levels of student readiness, interest, and learning needs in all curricular areas.	All teachers regularly collaborate for the purpose of sharing best practices.

3.4 Teachers regularly measure the effectiveness of instruction using formative assessment. **Key**	Staff does not determine the effectiveness of their instruction using formative assessment data.	All staff determine the effectiveness of their instruction in some content areas using formative assessment data.	All staff determine the effectiveness of their instruction using data from the screening tool, the SBAs, a diagnostic assessment, and other assessments administered by the school to determine appropriate instructions and interventions based on specific needs of the students.	All staff share strategies for and improving instruction based on data analysis
3.5 High academic expectations for student learning are communicated to students.	There is little evidence that the instructional leader and teachers communicate high academic expectations to students.	Instructional leader and staff inconsistently communicate high academic expectations to the students.	Instructional leader and staff consistently communicate high academic expectations to the students.	All school staff members communicate high academic expectations to students in multiple ways .

Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.	SUPPORTIVE LEARNING ENVIRONMENT Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation Meets criteria for rating of a "3" plus:*
Indicators	**1**	**2**	**3**	**3+**
4.1 Effective classroom management strategies that maximize instructional time are evident throughout the school.	Classroom management strategies that maximize instructional time are not evident in classrooms.	Some staff use classroom management strategies effectively to maximize instructional time.	All school staff are implementing research based effective classroom strategies to maximize instructional time .	All staff implement a consistent, school-wide management plan to maximize instructional time and provide clear expectations for the learning environment.
4.2 School-wide operational procedures are in place to minimize disruptions to instructional time.	The school has not established operational procedures to minimize disruptions to instruction.	The staff sometimes works to minimize disruptions to instruction.	The staff implement and support operational procedures to minimize disruptions to instruction.	All teachers and instructional leader collaborate with community, family, and student representatives to establish, implement, and support operational procedures to minimize disruptions to instruction.
4.3 School-wide behavior standards are communicated by staff and are achieved by students. **Key**	Behavior standards have not been well defined, clearly communicated to students, or equitably used throughout the school.	Some school staff members make attempts to communicate behavior standards to the students; not all students meet behavior standards.	All school staff members clearly communicate behavior standards to students and equitably use them throughout the school; most students meet behavior standards.	All teachers and instructional leaders collaborate to consistently define, communicate, and use student and staff behavior standards throughout the school.

4.4	The school has implemented an attendance policy.	Staff and students are not aware of the school attendance policy and the policy is not implemented consistently.	Staff and students are aware of the school attendance policy, but it is not implemented and applied consistently.	All staff and students are aware of the school attendance policy and it is implemented and applied fairly and consistently.	The entire school community (parents, community members, staff, and students) is involved with the development, implementation, and review of an attendance policy that is applied fairly and consistently.
4.5	Extended learning opportunities are made available and utilized by students in need of additional support. **Key**	Extended learning opportunities are not made available to students.	Extended learning opportunities are made available to all students in need of additional support and there is limited participation.	Extended learning opportunities are made available to all students in need of additional support and most students participate.	The instructional leader and teachers seek parent and student input for the design of the extended learning opportunities and actively recruit students.
4.6	The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community. **Key**	Board adopted Alaska cultural standards have not been integrated within the curricula of the school.	Some staff members are integrating the board adopted Alaska cultural standards into their curricula and school activities.	All staff are integrating the board adopted Alaska cultural standards into their curricula and school activities.	Community members collaborate with staff and students.
4.7	Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home. **Key**	There is little or no communication with parents.	Parent communication is limited, not in parent-friendly language or fails to address learning expectations, student progress, or ways to reinforce learning at home.	All staff communicates well and frequently with parents about learning expectations, student progress, and ways to reinforce learning at home.	All staff provide multiple ways beyond routine progress reports to facilitate regular communication between the school and all families about learning expectations, academic growth, and ways to reinforce learning at home.

4.8 Staff communicates with parents and community members to inform them about school priorities and to invite their participation. **Key**	There are no structures in place to ensure that parents and community members are informed.	The school has formal and informal structures available to help inform students' parents and community members about school priorities, but lacks a systematic approach to engaging them.	The school has formal and informal structures in place to ensure that all students' parents and community members are informed about school priorities and provides opportunities for them to become engaged.	School staff members analyze outreach efforts and patterns of involvement to ensure that parents and community members are active participants in structuring and implementing a supportive learning environment.
4.9 Physical facilities are safe and orderly.	The facility is not safe or orderly and one or more of the following issues exist on site: major maintenance issues, unclean, seriously cluttered, safety hazards.	Most of the school facility is free of major maintenance issues, is generally in good repair, and is clean, safe, orderly, and uncluttered.	The school facility is attractive, well maintained, clean, safe, well lit, orderly, and uncluttered.	The school has a plan to regularly review the facility and works with the district to make changes to the facilities based upon the results of the reviews.

Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.	PROFESSIONAL DEVELOPMENT Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation Meets criteria for rating of a "3" plus:*
Indicators	**1**	**2**	**3**	**3+**
5.1 Student achievement data are a primary factor in determining professional development priorities. **Key**	Professional development is not linked to student achievement data and is not reflective of student needs.	Professional development is randomly planned, or is not intentionally linked to the student achievement data.	Multiple sources of student achievement data as a primary factor in determining comprehensive professional development priorities.	Historical data on student achievement is used to identify persistent trends and needs that should be addressed in current and future professional development sessions.
5.2 District Only				
5.3 Professional development is embedded into the daily routines and practices of school staff. **Key**	Professional development opportunities are disconnected from one another and are not embedded into teachers' routines and practices.	Professional development opportunities occur infrequently, but are embedded into teachers' routines and practices.	Professional development that is ongoing and embedded into teachers' routines and practices.	Teachers work together in a professional learning community and contribute to each others' learning.
5.4 Mentoring is provided to support new teachers in the development of instructional and classroom management skills.	There are no organized efforts to provide support to new teachers.	Some new teachers have access to mentoring and support related to classroom management and instructional skills.	All new teachers have access to mentoring and support related to classroom management and instructional skills.	Instructional leaders collaborate with mentors to maintain continuity and to differentiate professional development for all new teachers.
5.5 Sufficient time and resources are allocated to support professional development outlined in the school improvement plan.	Professional development resources are allocated for activities that are not outlined in the school improvement plan and/or resources intended for professional development are not used.	Insufficient time and resources are allocated for supporting the goals of the school improvement plan.	Sufficient time and resources are allocated toward supporting the goals of the school improvement plan.	Outside resources are used to expand professional development opportunities and the effectiveness of the professional development is evaluated.

Domain 6.0- There is evidence that school administrative leaders focus on improving student achievement.	LEADERSHIP Indicator Ratings of Performance			
	Little or no development and implementation	*Limited development or partial implementation*	*Fully functioning and operational level of development and implementation*	*Exemplary level of development and implementation Meets criteria for rating of a "3" plus:*
Indicators	**1**	**2**	**3**	**3+**
6.1 Instructional leader facilitates the development of a team approach in implementing Alaska STEPP.	School goals do not exist.	Instructional leader collaborates with staff to create goals.	Instructional leader collaborates with staff, parents, community members, and the district team to create goals.	Goals are clearly communicated with all stakeholders.
6.2 Instructional leader assists teachers in understanding student achievement data and its use in improving instruction.	Instructional leader does not assist teachers in understanding assessment data and its role in improving instruction.	Instructional leader provides limited professional development for teachers in understanding assessment data and its role in improving instruction.	Instructional leader provides ongoing, job embedded professional development for teachers in understanding how data should be used to make changes to instruction.	Instructional leader guides collaboration in the analysis and use of data to improve instruction.
6.3 District Only				
6.4 Instructional leader ensures that teachers have access to and are implementing Alaska State Standards.	Instructional leader has not provided information and does not ensure implementation.	Instructional leader has provided information to teachers regarding Alaska State Standards but does not ensure implementation.	Instructional leader has provided information to teachers regarding Alaska State Standards and ensures implementation.	Instructional leader promotes the sharing of strategies among teachers for implementing standards.

6.5 Instructional leader conducts formal and informal observation and provides timely feedback to teachers on their instructional practice.	Teachers receive infrequent observations from the instructional leader, and feedback does not include suggestions for instructional improvement.	Teachers receive consistent, formal observations and feedback from the instructional leader according to the district's policies and procedures. Teachers receive minimal informal observations or feedback.	All teachers receive consistent and comprehensive formal observations from the instructional leader according to district policy and a system has been implemented for consistent, informal observations with timely feedback from the instructional leader to support instructional improvement.	Instructional leader and teachers share a vision of the school's instructional needs and overall growth objectives that is linked to the school's improvement goals.
6.6 Instructional leader has a productive, respectful relationship with parents and community members regarding school improvement efforts.	Instructional leader does not communicate on a regular basis with parents and community members regarding school improvement activities.	Instructional leader communicate periodically with parents and community members regarding school improvement activities.	Instructional leaders maintain contact with parents and community members regarding school improvement efforts and invites their participation in improvement efforts.	Instructional leader maintains a partnership with district staff, school staff, parents, and community members to engage them in regularly scheduled meetings to review progress toward meeting the school improvement goals.
6.7 District Only				
6.8 Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.	Assessment and other data are not analyzed.	Instructional leader collaborates with staff members to analyze assessment and other data on an annual basis.	Instructional leader collaborates with staff members to analyze assessment and other data, at least three times per year, and use the results in planning.	Instructional leader continually monitors student academic performance data.